Standing Committee on Social Development
Third Report of the Fourth Session Sixty-first General Assembly

ADDRESSING BULLYING:

IT TAKES THE COMMUNITY

May 2003

103-05659/

Prince Edward Island
Legislative Assembly

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May 2003

To the Legislative Assembly of
The Province of Prince Edward Island

Madam Speaker:

I have the pleasure to present herewith the final report of the Standing Committee on Social Development on the topic of Bullying.

This report represents a synthesis of the varied input received by the Standing Committee on Social Development through presentations from organizations with expertise in bullying prevention, direct public input through scheduled public hearings, and the receipt of formal briefs and letters. All concerns and recommendations were interpreted within the context of the mandate which guided the Standing Committee.

The recommendations put forth to the Legislative Assembly from the Standing Committee are based on an understanding of research on best practices in bullying prevention, a knowledge of what are currently viewed as effective supports and services based on public input and an identification of gaps in the service delivery currently in place across the province of Prince Edward Island.

The Standing Committee gratefully thanks and acknowledges the many individuals and organizations who took the time to present their views and expertise on bullying prevention.

I wish to express appreciation to the members of the Committee and the Members of the Legislative Assembly who participated in the process for their contribution in carrying out our mandate.

This report, along with the Committee's first report, effectively concludes the work of the Committee on this issue.

Respectfully submitted,

Bobby MacMillan, MLA
Chairman

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EXECUTIVE SUMMARY

The Standing Committee on Social Development was directed by the Legislative Assembly in April 2002 to solicit public input on the topic of bullying. The Committee sent letters to all school principals and advertised in newspapers across the province, inviting the public to share their issues and concerns. Public response was strong and immediate, resulting in the highest response the Committee has ever seen to a call for input. The presentations and written submissions received by the Committee covered issues ranging from personal stories of bullying behaviour to concerns about violence in society. The Committee was impressed with the quality of the presentations and the passion and commitment of the presenters. Many concerns were raised, many excellent programs were promoted and many common recommendations were presented for the consideration of the Committee.

The Standing Committee on Social Development has appreciated the opportunity to hear from the public regarding their issues and concerns on the topic of bullying. The Members of the Standing Committee are satisfied that the input received reflects a comprehensive snapshot of the programs and services currently in place, especially as they relate to the school setting. There was a high degree of consistency within the presentations and briefs presented relative to what is required to strengthen and support the continued efforts to raise awareness about this issue, and develop ways to make schools and communities in Prince Edward Island safer and happier places to be.

The Standing Committee on Social Development has reviewed the presentations and written briefs that have been submitted. After due consideration and discussion, we respectfully submit to the Legislative Assembly our findings, and the resulting recommendations for your consideration.

It is recommended:

1. **that the Government of Prince Edward Island allocate interdepartmental funding for the hiring of a provincial coordinator;**

2. **that the mandate of the Provincial Coordinator include:**
   - **support and coordination of violence prevention programs in schools**
   - **coordinate and facilitate a collaborative interagency approach to violence prevention to support and enhance school based programs**
   - **initiate a public awareness campaign to challenge societal norms by raising awareness of bullying behaviour and the serious consequences in adult years for those who bully and those who are bullied;**

3. **that the Provincial Coordinator report to The Premier's Action Committee on Family Violence Prevention, a committee that has representation from relevant departments of government and community agencies, providing a venue to strengthen and coordinate interdepartmental and community based programs and services;**

4. **that the Department of Education build its capacity over the next six years to implement the recent recommendation of the Staffing and Funding Review (Andrew, 2003) that a student/counsellor ratio of 400:1 be established, based on the overall student population;**

5. **that school counsellors be removed from the current student/teacher ratio;**

6. **that there be a reallocation of funds from relevant departments in government to provide core funding to increase the number of youth service worker positions in schools;**

7. **that the government continue to support the work of interagency committees, such as PEACEWORKS and the Premier's Action Committee on Family Violence Prevention;**

8. **that the government departments and agencies represented by membership on the Multi Agency Support Teams (MAST) renew their commitment to continue their participation in this initiative;**

9. **that the government support agencies and community groups who work with parents and families, and encourage them to incorporate information on healthy relationships, abuse prevention and resolving conflict into existing programs, as outlined in *The Premier's Action Committee on Family Violence Prevention Five-Year Strategy*, 2002;**

10. **that adults in the province, including public figures and those who serve in leadership roles, act as positive role models in dealing with conflict, in order to model appropriate conflict resolution that maintains the dignity and respect of all involved.**

Acceptance of the these recommendations will strengthen the existing system of support and lead to a change in cultural values through the teaching and modelling of respect and responsibility. For this to be realized, it will take the shared responsibility of the community.

We must become the change we want to see.

We are the leaders we have been waiting for.

~~ Ghandi ~~

INTRODUCTION

On April 25, 2002, the following motion, Motion #27, was presented and passed unanimously in the Prince Edward Island Legislative Assembly:

WHEREAS the word "bullying" is used to describe many different types of behaviour ranging from teasing and taunting, deliberately leaving someone out of a social gathering or ignoring him or her, to serious assaults and abuse;

AND WHEREAS bullying is a form of aggression in which there is an imbalance of power between the bully and the victim; it can be physical and/or psychological; it can be direct (face-to-face) or indirect (behind someone's back);

AND WHEREAS bullying at school can leave scars throughout adulthood, possibly impairing performance and preventing people from achieving their potential;

AND WHEREAS one in twelve Canadian children is regularly harassed, one in five is bullied on occasion and more than one in seven students in schools admits to bullying;

AND WHEREAS one in every four students who is bullied does not disclose the incident to parents or teachers;

AND WHEREAS it is important to guard against a general atmosphere of meanness, where teasing and taunting are accepted as the norm among students;

AND WHEREAS parents, teachers and communities need support and understanding to cope with bullying and to work towards a climate where bullying is unacceptable to all ages;

AND WHEREAS the three Prince Edward Island school boards have in place policies to discourage bullying and other forms of abuse, and to deal with bullying in ways that discourage this harmful behaviour;

THEREFORE BE IT RESOLVED that the members of this Legislative Assembly encourage and support continued efforts among teachers, parents, students, law enforcement personnel, churches and organizations, and communities to raise awareness about this issue and to develop ways to make schools safer and happier for all students;

AND BE IT FURTHER RESOLVED that the Standing Committee on Social Development be charged with soliciting public input on this issue;

AND BE IT FURTHER RESOLVED that the Committee be authorized to meet intersessionally between the 3rd and 4th Sessions of this, the 61st General Assembly.

With this mandate, the Standing Committee, chaired by Bobby MacMillan, met on November 21, 2002, to plan its work schedule. It was agreed at that time that representatives from the provincial Department of Education, the Royal Canadian Mounted Police, the Canadian Red Cross and other organizations with expertise in bullying prevention would be invited to make presentations to the Committee at meetings scheduled for December 5 and 12, 2002. It was further agreed that the Committee would solicit public input through a series of advertisements to be placed in local newspapers in January 2003. In early February, the Committee met to review the strong response to its requests for public comment, and scheduled a series of public meetings to take place across the province later in the month. Following the public consultation phase, the Committee met an additional five times to consider, in detail, the recommendations it wished to put forward in its report to the Legislative Assembly.

Permanent members of the Standing Committee on Social Development are:

Bobby MacMillan, MLA, Chairman
Hon. Greg Deighan
Beth MacKenzie, MLA
Hon. Ron MacKinley
Don MacKinnon, MLA
Hon. Pat Mella

Substitute members of the Standing Committee included:

Jim Bagnall, MLA
Philip Brown, MLA
Wes MacAleer, MLA
Helen MacDonald, MLA

PUBLIC CONSULTATION: PURPOSE, PROCESS AND PARTICIPATION

In December 2002, the Standing Committee met with representatives from the Department of Education, the Eastern School District, the French Language School Board, the Western School Board, the RCMP and the Canadian Red Cross. These organizations were identified as being able to provide expertise in the area of bullying prevention and were determined to be key stakeholders in the provision of programs and services to the students of the province. These meetings served to provide pertinent background information to the Committee before starting any wider public consultation.

The presenters from these organizations provided the Committee with an overview of the prevalence and root causes of bullying behaviour; the impact on the bully, the victim, the bystander and the community in general; as well as an overview of the many programs and services currently in place in the schools across Prince Edward Island. The common theme in their presentations was that bullying is not isolated to the school system, but is a generic problem of structural and systemic abuse, the prevention of which requires a shift in societal attitude. It was seen as essential that society be educated in order to gain an increased understanding of the serious nature of the issue. It was felt that the consciousness of society must be raised if we, as a community, hope to lessen the prevalence and cushion the impact of bullying behaviour across our province.

Following these presentations, a letter was sent to each school principal in the province to solicit input from the school community on the topic. The Committee published a series of announcements in early January 2003, in newspapers across the province, *The Guardian, Journal Pioneer, Eastern Graphic, Western Graphic,* and *La Voix Acadienne,* inviting organizations and individuals to present to the Committee on the topic of bullying. The magnitude of the response confirmed that the issue of bullying is the focus of increased attention and concern. As a result, six public hearings were scheduled across the province as follows:

February 11, 2003, 1 p.m., Coles Building, Charlottetown
February 12, 2003, 1 p.m., Coles Building, Charlottetown
February 12, 2003, 7 p.m., Coles Building, Charlottetown
February 24, 2003, 6 p.m., The Loyalist Country Inn, Summerside
February 26, 2003, 2 p.m., The Whim Inn, Montague
February 27, 2003, 1 p.m., Coles Building, Charlottetown

These public hearings provided a forum for 55 additional presentations, involving 133 presenters, and 28 written briefs and letters from interested and concerned Islanders province-wide. Of these, 35 presentations were from individual schools, 13 were from organizations and 35 were from individuals. In addition, Committee Members received numerous phone calls and e-mails and had many personal contacts, which served to reinforce to the Committee the importance of this issue to the people of the province.

The presentations and written submissions covered issues ranging from personal stories of bullying to concerns about violence in society. The Committee was impressed with the quality of the presentations and the passion and commitment of the presenters and those who submitted written briefs. Many concerns were raised, many excellent programs were promoted and many common recommendations were presented for the consideration of the Committee.

OVERVIEW OF PRESENTATIONS AND WRITTEN SUBMISSIONS

It became clear throughout the process that the issue of bullying is not confined to, and cannot solely be addressed at, the school level. Concern was expressed by individuals about the prevalence of bullying behaviour among siblings, bullying behaviours from children towards their parents, the occurrence of bullying in the workplace, and the bureaucratic bullying behaviours of corporations and organizations. Many presenters reiterated that bullying and victimization do not occur in isolation; therefore there is seen to be a need to focus education and interventions beyond the students who bully and the students who are victimized to include peers, school personnel, parents, community and society. To address the problem effectively, presenters believe that change is required at all of these levels. Unless adults in schools and community change their attitudes and behaviours, students will not change. Therefore, it is important that adults model the attitudes and behaviour they wish young people to emulate.

The majority of presentations stressed that leadership is essential in order to reduce bullying behaviours in a significant way. School personnel believe they are well positioned to play a significant leadership role. All three school boards have developed policies to enhance the creation of a safe and caring learning environment. Schools operate under this umbrella in the development of individual school mission statements and codes of conduct, and in the delivery of many excellent programs that serve to enhance the physical, emotional and psychological safety of students and staff. In addition to the school based programs, the Committee learned that many community agencies and organizations offer a variety of programs to further support the efforts of the school. Together, these programs serve to raise awareness of the nature and seriousness of bullying behaviour through direct instruction, discussion, drama, music and art. They empower students through peer support in the form of training in peer mediation, peaceful conflict resolution, impulse control and anger management. They foster the development of empathy and social and personal development.

Despite all the preventive measures and interventions that are already in place, school personnel report their resources are stretched to the limit. Several areas of concern were identified. Most schools identified such gaps as insufficient funding for program and human resources and a lack of sustainable funding for projects that have worked well. Many schools reported having insufficient time allotted for school counselling services. Students and staff rely on the expertise of the school counsellor to mediate, provide training and coordinate the delivery of many programs and services. Some school counsellors are assigned to as many as four schools where the administration is often teaching most of the time. This leaves no one readily available to address problems and incidents as they arise. Several schools felt the need for the provision of youth service workers in the schools to provide preventive and therapeutic services to students, and to serve as a liaison between the school and the home. In many cases, youth service workers were viewed as being able to develop a trusting relationship with students and serve as a positive role model. The need for a provincially mandated curriculum on bullying prevention was suggested, with increased funding and support for professional development and training for teachers.

The view was expressed that a concerted effort must be made to ensure that school is a place where all students have an opportunity to feel capable and develop an appreciation of their own self worth. It was suggested that some elements of school life create anxiety and frustration for students which may result in aggressive behaviour. Some felt that the pressure placed on students to achieve in academic courses in preparation for a university degree is not relevant for those students who are not university bound. The result can be feelings of frustration, isolation and a diminished sense of self worth. Concern was expressed regarding the availability of suitable programming to prepare students for a career in trades. Suitable programming is needed to provide students with the necessary skills and knowledge in order that all may develop individual feelings of competency.

Bullying behaviour that occurred on the bus was another common concern. Presentations from schools and individuals reported that, in many incidents, the bus and the bus stops were the places where the majority of the bullying behaviour was occurring. Concern was expressed about the length of time some students are on a bus, the overcrowding on some busses and the need for training for the drivers to identify and respond effectively to bullying behaviours.

The majority of the presentations recognized that, to effect change, schools cannot address this problem alone; the task must become a shared responsibility. Students, teachers, parents, business, sport officials and coaches, community members, media and political leaders all have a very important role to play in promoting the values of respect and peaceful resolution to conflict. Many suggested that societal norms that perpetuate aggressive and disrespectful behaviour and that condone bullying behaviour as a normal part of childhood must be challenged. Public education to raise awareness of what is considered to be bullying behaviour, and to understand the serious consequences in adult years for those who bully and those who are bullied was viewed as essential. The need was expressed for a renewed commitment to a strong interagency approach to integrate service delivery and consolidate resources. Concern was raised about the stressors facing families and the need for improved support and services. The Committee heard of the need for support for parents and the need for parenting programs and workshops, as well as the need for early intervention and prevention services. The need for more universal and accessible recreation facilities was raised, as was the need for free play time for children.

There was a recognition of the many excellent programs and services that are already in place across the province. However, concern was expressed about the lack of both communication about and coordination of available programs and services. It was strongly reiterated that a provincial coordinator is needed to network with school and community organizations to coordinate and facilitate the implementation and delivery of programs and services across the province. A provincial coordinator was also viewed as being able to assist in the development and implementation of a public awareness campaign to educate the community on the issue of bullying.

RECOMMENDATIONS PRESENTED TO THE STANDING COMMITTEE

The following chart summarizes the recommendations that were presented to the Committee for their consideration and the number of times the recommendation occurred:

RECOMMENDATION	NUMBER OF OCCURRENCES
that the number of school counsellors be increased so that every school has a full time counsellor	29
that a full time provincial coordinator be hired to coordinate programs and services and provide training to schools	24
that government initiate a public education campaign to raise awareness about bullying behaviours and the impact on the community	24
that funding be made available for educational resources and professional development training for schools and communities	21
that a provincially mandated curriculum be implemented to address bullying in the schools	16
that funding be made available for the hiring of youth service workers for the schools	13
that interagency collaboration and support be strengthened	12
that parents and community partner with schools in providing support and leadership to address bullying behaviours	10
that funding be made available for the implementation of parenting programs and workshops	9
that targeted funding be established to sustain programs that have proved to be successful for students at risk for failure	8
that training be provided to school bus drivers for dealing with bullying	8
that action be taken to address bullying behaviours that occur due to overcrowding on busses and the length of some routes	8
that support groups for parents be established	7
that community leaders and MLAs act as positive role models in dealing with conflict	7

that awareness of bullying and bullying prevention information be integrated into the curriculum	6
that teachers be trained to recognize, and intervene in, bullying situations	6
that counselling services be expanded for parents and youth who bully and who are bullied	6
that stressors affecting families, in particular, family violence and poverty, be addressed	6
that funding be made available for recreational programs	5
that pre-service teachers be provided with the necessary training to recognize and respond appropriately to incidents of bullying	4
that government increase funding to public education	4
that a process of data collection to determine the prevalence of bullying and the effectiveness of programs be established	4
that tough policies of zero tolerance be established and consistently enforced	4
that programs of peer support and peer leadership be expanded	4
that a handbook be developed for parents to assist them to recognize, and respond appropriately to, bullying behaviour	3
that more playtime be provided for children	3
that administrators be removed from the student/teacher ratio	2
that a web site/centre of expertise on bullying be established	2
that supervision within the school be improved	2
that community support groups be formed to offer support and to educate members on bullying behaviours	2
that funding be provided for music and art promotion	2
that school fees be eliminated	1
that a survey on workplace bullying be conducted	1
that workers be unionized	1
that an ombudsperson office be established	1
that a police hotline be established	1

that schools have shortened lunch hours	1
that there be government funding for Home and School initiatives	1
that probation services be integrated within the schools	1
that there be video cameras placed in schools	1
that the Peace Walk become a provincial initiative	1
that a committee of principals, teachers and school counsellors be formed for 1 year with paid leave to address the issue of bullying in schools	1
that school board personnel spend time in individual schools to raise their awareness of bullying behaviours that occur	1
that there be administrative support for school counsellors	1
that there be increased funding to Child and Family Services	1
that Provincial Government employees be granted 1 hour /week of paid leave for volunteer work in schools	1
that funding be secured for more French language resources on bullying	1
that PEI become a licensed provincial affiliate of the League of Peaceful Schools	1
that the provincial government establish a Prosthetists and Orthotists Act of PEI to regulate services dispensed only by Canadian Board certified practitioners	1
that individuals who work on road crews be retrained as coaches	1
that the media be monitored for their portrayal of bullying, especially in advertising	1
that the provincial government initiate rewards/celebration ceremonies to recognize school successes in the area of bullying prevention	1

RECOMMENDATIONS OF THE STANDING COMMITTEE TO THE LEGISLATIVE ASSEMBLY

The Standing Committee on Social Development has reviewed the presentations and written briefs that have been submitted. In so doing, this Committee has come to appreciate the underlying premises:

- bullying behaviour will not be completely eliminated as long as human beings have an aggressive nature
- bullying behaviour is not limited to places of learning; therefore we cannot limit our attempts to deal with it only at the school level
- society, in general, and communities, in particular, must recognize the problem of bullying behaviour and take strong, meaningful measures to reduce behaviours that lead to violence
- addressing bullying behaviour requires a systemic response--it takes the community.

After due consideration and discussion, we respectfully submit to the Legislative Assembly our findings, and the resulting recommendations for your consideration.

PROVINCIAL COORDINATION

Leadership is essential to the success of any initiative. In today's rapidly changing society, effective leadership must be both proactive and responsive to meet needs where they arise, using programs and human resources that are available across departments of government and within the community. It is evident that there is no one person or agency that can implement a standardized solution to addressing the broader impact of bullying behaviour; many departmental and community agencies have a role to play. The Members of this Standing Committee were impressed with the quality of the many excellent programs and services currently provided by school personnel and community agencies. It became apparent, however, that there is a need in this province for coordination of the resources that are currently available. Schools need an expert in peaceful schools initiatives to work with school communities in the development, enhancement and evaluation of effective bullying/violence prevention programs. Peaceful schools initiatives require a resource person who can facilitate communication and coordinate programs and resources across the province, both at the school and the community level. Partnership is key, and coordination of programs and resources is crucial.

In addition, leadership is needed to begin the outreach work that needs to happen in the communities to decrease bullying behaviours and violence in our province. Peaceful schools initiatives need to be supported by peaceful communities initiatives. One of the by-products of the work to date of the Standing Committee has been to raise public awareness about bullying behaviour and the harmful effects it can have on those who bully, those who are bullied and those who are the bystanders. The Committee supports the need for an educational campaign that reaches not only schools but homes and organizations in our communities with a message that promotes positive models of conflict resolution and a culture of peace.

It is recommended:

1. **that the Government of Prince Edward Island allocate interdepartmental funding for the hiring of a provincial coordinator;**

2. **that the mandate of the Provincial Coordinator include:**
   - **support and coordination of violence prevention programs in schools**
   - **coordinate and facilitate a collaborative interagency approach to violence prevention to support and enhance school based programs**
   - **initiate a public awareness campaign to challenge societal norms by raising awareness of bullying behaviour and the serious consequences in adult years for those who bully and those who are bullied;**

3. **that the Provincial Coordinator report to The Premier's Action Committee on Family Violence Prevention, a committee that has representation from relevant departments of government and community agencies, providing a venue to strengthen and coordinate interdepartmental and community based programs and services.**

PERSONNEL

School Counsellors

The role of the school counsellor has changed dramatically. In the past, the role of the school counsellor focused primarily on career counselling and the facilitation of post secondary information. With changes in society, the students of today are confronted with a wide range of issues for which the services of a school counsellor are needed. School counsellors provide a wide array of proactive and preventive services to schools, including personal and group counselling, social skills development, and the development and coordination of programs that promote peaceful school initiatives, such as bullying prevention programs, peer mediation, and peaceful conflict resolution. They play a key role in the teaching and development of positive relationships in an atmosphere of trust and confidentiality.

School counsellors are hired as teachers, and, for the most part, are counted within the student/teacher ratio. In view of this, the administration at the school level is forced to make difficult staffing decisions--having a school counsellor full time or having smaller class sizes. As a result, many schools do not have the services of a full time school counsellor, and in several schools where the counsellor is there full time, s/he is assigned a teaching responsibility. This part time teaching/part time counselling position is not only difficult, but can put the counsellor in a position of conflict of interest with some students.

The Standing Committee recognizes the dilemma this staffing issue has created, especially for smaller schools. Although it is not feasible to have a full time counsellor in every school, it is felt there needs to be established a more equitable distribution of counselling services across the province that takes into consideration, not only the size of the school, but the student needs within the school and the school community.

Therefore, it is recommended:

4. **that the Department of Education build its capacity over the next six years to implement the recent recommendation of the Staffing and Funding Review (Andrew, 2003) that a student/counsellor ratio of 400:1 be established, based on the overall student population;**

5. **that school counsellors be removed from the current student/teacher ratio.**

Youth Service Workers

Recent changes in legislation, specifically the new *Youth Justice Act* and the *Child Protection Act* will continue to put added pressure on the school system. The school system has had to expand its services to meet the needs of the student population. Students who bully are at a higher risk of being involved in the justice system, have more truancy issues and are at a higher risk for dropping out of school. Students who are bullied often suffer from mental health issues, such as depression and a lowered self-esteem. Both are at a higher risk of developing poor relationships and often have difficulty getting, and keeping, a job. Because of the risk factors, these individuals tend to access other government services and, as adults, are at a higher risk for having children who will be involved in bullying behaviours, thus perpetuating the cycle of bullying. Currently, some of the high needs presented by these students are being addressed via the provision of youth service workers in some schools. The primary role of these youth service workers is to support the students who have difficulty coping with the school setting as a result of social, emotional and/or behavioural issues, such as managing anger, and who are at risk of dropping out of school. Youth service workers are trained in supportive problem solving intervention and serve as a liaison between the school, the home and the community. They are viewed by school staffs as a support to teachers, administrators, school counsellors and parents and are an effective component of a system of support to students who present with high risk behaviours.

Although youth service workers have provided a much needed service to a number of students, the funding for these positions is scattered over several departments and agencies and is not sustained from one year to the next. It is essential that every effort be made to keep these students at risk in school and provide a structure that will allow them to be successful.

Therefore, it is recommended that:

6. **that there be a reallocation of funds from relevant departments in government to provide core funding to increase the number of youth service worker positions in schools.**

BEST PRACTICE

Issues that are related to bullying are much broader than any school system could begin to address. Without intervention, those who bully as children often do not outgrow their aggressive behaviour. It becomes a habitual way of reacting to conflict and can become a perpetual personality characteristic as those who bully grow into adulthood. People who carry their bullying behaviours with them into adulthood often develop a host of devastating problems, including alcoholism, antisocial personality disorders and mental health disorders. They often grow up to bully their mates, their children and their coworkers.

For those who are victimized by bullying behaviour, the impact can be equally devastating, even fatal if the result is suicide. Children who are bullied often display vulnerable behaviours and develop a diminished sense of self worth and lowered self-esteem, which often carries over into adulthood in the form of relationship issues. If they are female, these are often the women who find themselves in a violent family situation.

It is essential that this cycle of violence be broken through education and prevention programs. Many agencies work with the results of the impact of violence in the families, and there needs to be a strong and supportive interagency approach to recognize that bullying behaviours are a part of the cycle of violence in our homes and our communities.

The Committee heard testimony from many presenters of examples of best practice in the form of interagency cooperation that have been deemed to be effective. Unfortunately, such efforts have not been able to expand or even continue due to a lack of sustainable funding. Government cannot legislate a change of heart, but it can give more tools and better information on how to make better decisions. The Committee supports the philosophy that bullying prevention is a job for all.

Therefore, it is recommended:

7. **that the government continue to support the work of interagency committees, such as PEACEWORKS and the Premier's Action Committee on Family Violence Prevention;**

8. **that the government departments and agencies represented by membership on the Multi Agency Support Teams (MAST) renew their commitment to continue their participation in this initiative;**

9. **that the government support agencies and community groups who work with parents and families, and encourage them to incorporate information on healthy relationships, abuse prevention and resolving conflict into existing programs, as outlined in *The Premier's Action Committee on Family Violence Prevention Five-Year Strategy*, 2002.**

IT TAKES THE COMMUNITY

Children will never do what they have never seen. By asking ourselves how we want our children to respond to others who torment them or otherwise harass them, we discover a framework for our own interactions. As adults, the manner in which we express frustration must model respect, dignity and nonviolence. Modelling the behaviours we wish to see in our children is essential in teaching children how to express their emotions in a way that conveys a basic sense of respect. Children do not learn alternatives to physically or emotionally hurting themselves and others unless we, as adults, exemplify the behaviours we expect. We need to model respect and acceptance of differences and deal with conflict in a non-violent manner. We must lead by example. If we are not part of the solution, we are part of the problem.

Therefore, it is recommended:

10. **that adults in the province, including public figures and those who serve in leadership roles, act as positive role models in dealing with conflict, in order to model appropriate conflict resolution that maintains the dignity and respect of all involved.**

CONCLUSION

The Standing Committee on Social Development has appreciated the opportunity to hear from the public regarding their issues and concerns on the topic of bullying. The Members of the Standing Committee are satisfied that the input received reflects a comprehensive snapshot of the programs and services currently in place, especially as they relate to the school setting. There was a high degree of consistency within the presentations and briefs presented relative to what is required to strengthen and support the continued efforts to raise awareness about this issue, and develop ways to make schools and communities in Prince Edward Island safer and happier places to be. Acceptance of the resulting recommendations will strengthen the existing system of support and lead to a change in cultural values through the teaching and modeling of respect and responsibility. For this to be realized, it will take the shared responsibility of the community.

We must become the change we want to see.

We are the leaders we have been waiting for.

~~ Ghandi ~~

APPENDIX A

List of Presenters at Public Hearings:

Belfast Consolidated School
Birchwood Intermediate School
Bluefield High School
Broderick, Leo
Canadian Red Cross
Cardigan Consolidated School
Catholic Women's League of Canada
Central Queens Elementary School
Charlottetown Rural High School
CUPE Local 1770
Donagh Regional School
East Wiltshire Intermediate School
Eastern School District
Eastern Kings Consolidated School
École François-Buote
Eliot River Elementary School
Englewood School
Fortune Consolidated School
French Language School Board
Georgetown Elementary School
Gordon, Mary
Grand Tracadie Elementary School
Green, Al
Gulf Shore Consolidated School
Hawkes, Deborah
Home and School Federation
Kensington Allied Youth Group
L.M. Montgomery Elementary School
Lewis, Donna
MacDonald, Brenda
MacKinnon, Barry
Martell, Tami
Montague Consolidated School
Montague Intermediate School
Morell Family of Schools (including: Morell Consolidated School, Mt. Stewart Consolidated School, St. Peters Consolidated School, St. Teresa's Consolidated School and Tracadie Cross Consolidated School)
Morell Regional High School
P.E.I. Transition House Association
P.E.I. Counselling Association
Parkdale Elementary School
Peaceworks Committee
Prince Street School
Reid, Hon. Marion
Roche, Adelbert
Rollo Bay Consolidated School
Ross, Blair
Royal Canadian Mounted Police
Sharkey, Ray
Sherwood Elementary School
Souris Consolidated School
Souris Regional High School
Spring Park Elementary School
St. Augustine Allied Youth Group
St. Jean School
Stonepark Intermediate School
Student Crimestoppers
University of Prince Edward Island
West Royalty Elementary School
West Kent Elementary School
Western School Board
Westwood School

APPENDIX B

List of Written Briefs Received by the Committee:

Bakker, Jiselle
Canadian Mental Health Association P.E.I. Division
Cardigan Consolidated School
Cierra, Kelly
Doucette, Keltie
Doucette, Samantha
Dudley, Gord
Englewood Home and School Association
Gallant, Jacob
Gauthier, Alyssa
Gauthier, Steven
Johnson, Kathy
Kingston, Georgia
Larkin, Alison
MacRae, Bennett
Martin, Jane
McKarris, June
Mills, Tamara
Moore, Emily
Moreland, Melanie
Mullaly Rilling, Keaghan
Myers, Sarah
Myers, Roger
Norring, Nicole
Prince Edward Island Recreation & Facilities Association
Stanfield, Barrie
The Adventure Group Inc.
Toombs, Natalie

APPENDIX C

Standing Committee on Social Development Permanent Members:

Bobby MacMillan, Chairman (MLA District 12, Charlottetown-Kings Square)
Hon. Greg Deighan (MLA District 21, Wilmot-Summerside)
Beth MacKenzie (MLA District 18, Park Corner-Oyster Bed)
Hon. Ron MacKinley (MLA District 16, North River-Rice Point)
Don MacKinnon (MLA District 15, Winsloe-West Royalty)
Hon. Pat Mella (MLA District 7, Glen Stewart-Bellevue Cove)

Standing Committee on Social Development Substitute Members:

Jim Bagnall (MLA District 4, Montague-Kilmuir)
Philip Brown (MLA District 23, Cascumpec-Grand River)
Wes MacAleer (MLA District 14, Charlottetown-Spring Park)
Helen MacDonald (MLA District 22, St. Eleanors-Summerside)